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ABSTRACT

This manual was developed to provide as complete a list as possible of vocational evaluation measures currently used by college professionals that can be appropriately used with hearing-, sight-, or motor-impaired college students, as well as with normal students. Specific modifications and/or adaptations are described. The major criterion used in the selection of the measures was their appropriateness for use in a college setting. Ease of administration, economy, and known availability were all factors in selection. The manual is organized in four parts. The first part provides a rationale for the manual and describes its uses. The second part of the manual discusses adaptation techniques for the sight impaired, the hearing impaired, and the motor impaired, while the third and longest part describes assessment measures. This part is divided into three main sections: ability and aptitude tests, personality tests, and interest tests. Within each group, measures are listed alphabetically by title. General information, counselor information, and norms are given as well as guidelines for test adaptations as appropriate for different handicaps. Test publisher, address, and price are also included. The final part of the manual is a list of suggested readings. (KC)

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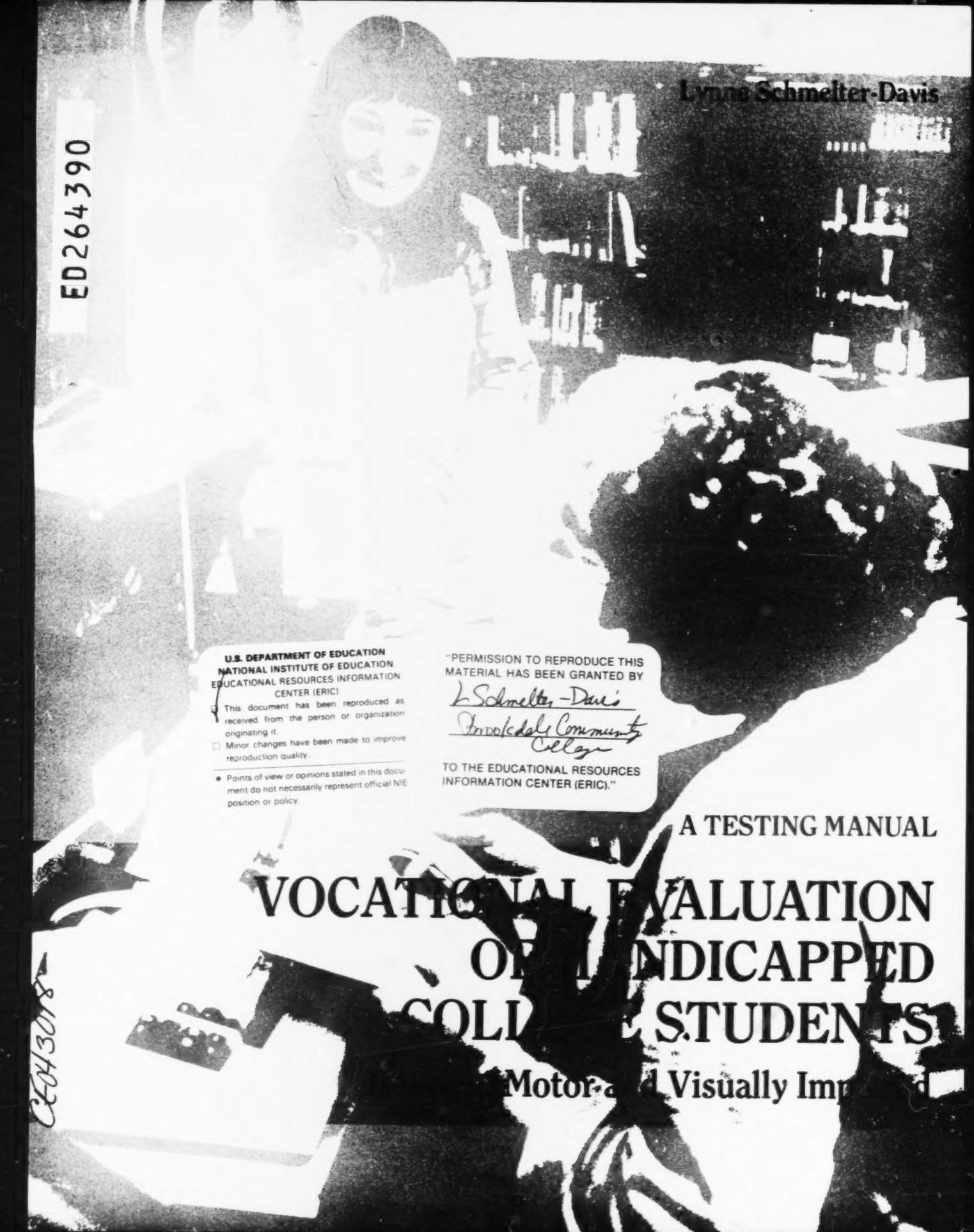
Lynne Schmelter-Davis



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A TESTING MANUAL

VOCATIONAL EVALUATION OF HANDICAPPED COLLEGE STUDENTS

Motor- and Visually Impaired

CG018018

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About the Author

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THE MANUAL

Why a special manual?

Most colleges have a counseling center, career center and/or assessment area where students can go for vocational testing and counseling. At times this is done voluntarily by the student; at other times a counselor may refer a student to the center to get information to aid in the counseling process.

What happens when a handicapped student comes for evaluation at a college career center? Because of recent Federal legislation, counselors accustomed to administering aptitude, personality and interest testing to the regular school population are now being increasingly called on to assess students with visual, hearing and motor impairments. Professionals are concerned and need help to evaluate which instruments to use, what modifications to make, and which norms are appropriate. In the past, this type of testing was basically the province of specialists. This is no longer true. As more and more handicapped students become mainstreamed into the regular academic environment, the pressure on school diagnosticians and school counselors will increase. Remember, the most important reason for testing handicapped people is the same reason for testing other people. If they are used properly, tests are an efficient way of obtaining information about a student's abilities, aptitudes, interests and personality.

Testing in a college setting is not meant to take the place of the kind of testing that is available in specialized centers of rehabilitation. Most colleges could not afford to have thousands of dollars worth of work sample tests and a staff of rehabilitation counselors to do the assessment. The college staff should, however, know where those centers are available and know how to make the appropriate referrals if that seems necessary. It is also true that most handicapped students did not get to college age without previous testing in their backgrounds. Making sure that background information is utilized to its best advantage before designing an evaluative procedure is just good common sense. A signed release form from the student and a letter to the agency or school where previous tests were taken are all that is necessary. This manual is designed to ensure that handicapped students can receive the same services that all other students receive. This is now a matter of law.

The Vocational Rehabilitation Act of 1973 prohibits discrimination against handicapped persons in regard to employment education, program accessibility, health, welfare, or social services. The Office of Civil Rights (1979) guidelines address vocational counseling of handicapped persons as it pertains to admission criteria, recruitment, and placement into vocational programs. The Education for all Handicapped Children Act of 1975 states specific guidelines to assure basic rights for handicapped students regarding testing and evaluative procedures.

This legislation has many implications for those involved in career guidance and assessment. Assessment has to be sensitive to the student's disability so that the handicap does not bias his or her performance. Some instruments can be used with no modification, but others may require adjustments. The evaluator will need to know how to make these adjustments and how the adjustments could affect the results. Assessment tools must be sensitive to the special needs of the individual student to assure that what is measured is valid, fair, and appropriate for the individual.

This manual was developed to provide a resource for college counselors who seek to provide the same services to handicapped students as they do for other students. An effort was made to concentrate on test instruments that are readily available and most frequently used in a college setting.

It is important for the counselor to be aware of the heterogeneity of handicapped people. For example, relatively few people with a visual impairment have no useful vision or are classified as totally blind. Legal blindness is usually defined as having "vision in the better eye when corrected of less than 20/200" (American Medical Association). Twenty/two hundred means the visually disabled person sees at 20 feet what a full-sighted person sees at 200 feet. There are two not-so-formal definitions of blindness useful to the evaluator. The first, travel vision, depends a great deal on the individual and may be defined simply as the ability to walk, or use public transportation unaided. A second definition, used by the U.S. National Health Survey (1959), is the inability to read ordinary newspaper print with glasses. Of the three definitions given, the third has the closest relationship to the concepts of this manual, which defines blindness as the inability to perceive and read sentences, words, letters, numbers, etc., in the form that they appear on a standardized test or test answer sheet. In testing the visually-impaired, the question is simply can the student see well enough to take a test in its original format. If not, the problem becomes one of modifying the test so that visual problems do not interfere with or affect the person's ability to perform on the test.

The same heterogeneity applies to the deaf. Hearing loss is a complex problem and can be discussed both in terms of physical loss and psychological loss. From a developmental point of view, a hearing loss becomes a handicap when it prevents normal auditory contact with the environment, especially when it prevents hearing conversation. The two major variables affecting hearing loss in interpersonal communication are the degree of loss, usually given in decibels, and the age of onset. The range of human speech is between a frequency of 250 and 4000 cycles per second, and between 50 and 65 decibels. Based on these numbers, four graduations of hearing loss are defined in terms of decibels:

A LOSS OF 30 TO 40 DECIBELS — At this level, scanning and background functions of hearing are affected, resulting in impaired awareness and environmental detachment. The use of amplification and closeness to the speaker can overcome this degree of loss.

A LOSS OF 45 TO 65 DECIBELS — The loss of background-foreground use of hearing eliminates the scanning function of hearing, and social relationships are clearly affected. Although the use of amplification makes conversation readily possible, conversation is essentially limited to one person or to a small group because all sound must be given equal attention. The person experiences considerable detachment.

A LOSS OF 65 TO 80 DECIBELS — At this level, both personal-social and general environmental contact is difficult and the use of amplification is less satisfactory than in the second graduation. There is a need for considerable reliance on the other systems for monitoring, especially on vision and touch. Personal-social relationships are most satisfying when they are with other deaf people.

A LOSS OF 80 TO 100 DECIBELS — At this profound hearing loss level, amplification is effective mainly in maintaining intelligible speech and focusing attention to loud environmental sounds. The use of vision and touch is mandatory in maintaining homeostatic equilibrium. Most social relationships are with others having profound deafness.

There are three major methods of non-hearing communication among the deaf. In lip or speech reading, the client obtains the content from careful attention to the speaker's lips, facial expressions, and throat movements during speaking. Sign language is an ideographic method of communication in which words and ideas are graphically made, using standardized

gestures of arms, hands, and body. The third, finger spelling, uses standard positions of the fingers of one or both hands to form letters of the alphabet, with words or sentences being spelled out in straight language. Some students will use a combination of these methods. The evaluator who works with deaf people must know these methods of communication as proficiently as the evaluator who works with Spanish clients must know Spanish. Thus, the first step in testing a deaf student is to have a good indication of how well he can communicate with you and you with him.

Motor-impaired students could be paraplegic, quadriplegic or spastic in all manner of degree. "Paralysis" may not mean total lack of movement or control. Some individuals will have learned adaptive ways of communicating with the written word even if they are unable to write with their hand in normal fashion. In general, the person himself is the best judge of what conditions are best for his particular degree of vision, hearing or movement. Additionally, the counselor needs to know the degree of impact due to the sensory or motor loss. This degree is related to whether the individual was born with the impairment (a congenital condition) or whether he acquired it at a later time. Further, the age at which the loss is sustained is important. In general, the younger a person is, the greater the influence of the loss on development. The type of onset may also be relevant. For example, a sudden loss may cause a different reaction than a loss that is gradual. Knowledge of the age of onset, type of onset, etiology, and diagnosis will be helpful information for the examiner in preparing to meet the client for the first time.

The most pressing question for the examiner is to determine what degree of test failure can be attributed to impaired function of sight, hearing or movement, and what to an inability to perform the task. The examiner will need to assess to what degree a particular test item is tapping a student's handicap to be sure a failure is not incorrectly recorded as a basic task failure. This is complicated, since a severe disability is often seen as such an all-encompassing condition that it is tempting to attribute all findings to the presence of an impairment. This generalizing is especially true when the student's physical appearance, mannerisms, passivity, or lack of facial expression make him appear limited in ability or affect. Careful observation and extended evaluation may help to lessen these dangers.

The test instruments included in this manual are all standardized tests. Since standardized tests are designed by nature to be used in a standardized way, the suggestions for adaptations of these tests for handicapped students will affect the reliability and validity of the test instrument in an unknown way. For example, no one really knows how the presence of a reader, writer or interpreter will affect the outcome of a test designed to be read silently to oneself. If all the tests which do not have norms developed for the handicapped in adapted procedures were eliminated from consideration, we would in effect stop using standardized instruments to evaluate this group of people. Anyone with a pragmatic approach could see that this solution is unrealistic. The main consideration for the examiner is to be aware of the difficulties and to use professional judgment, caution and discretion in interpretation of the results.

The subject of which normative data to use is a sensitive and controversial one. Agencies that deal with a specific handicapped population for the most part would insist that normative data on the appropriate disability is crucial in selective areas of psychological testing such as academic achievement, vocational aptitude and work evaluation. There are test instruments which have been normed only on the handicapped. They have not been included

in this manual as it is assumed that the college counselor is more concerned with evaluating a student compared to the normal peers with which he is placed than against others with the same handicap. The best test instrument would be one where the test developer included handicapped people in the general normative sample. Unfortunately, this is very rare. Some tests have been normed separately on the handicapped and on a general normative sample. This will allow a comparison of scores and the professional will have to make his own interpretation of these results.

In the assessment of college students (either applicants or for those already enrolled) the importance of using normal populations as reference groups should be emphasized. These individuals will be in an environment where they have to hold their own when they are measured against normal peers. It does little good in the way of predictability for an evaluator to learn how a deaf student can perform on a reading test compared to other deaf students if the rest of the class all have normal hearing. Using normal subjects as reference groups also makes sense over the long-term as well. The purpose of the assessment and then the curriculum planning is to discover the most appropriate career plan for the student. The goal will be gainful employment.

We know how difficult it is for the handicapped population to find such employment, basically because they have to compete with normal individuals in a competitive job market. In order to give the most realistic feedback and counseling service to the student, the evaluator will need to know the individual's aptitudes, abilities, personality strengths and weaknesses, work values and interests as measured against those normals with whom he or she hopes to attend school and work.

Purpose

The major purpose of this manual is to provide as complete a list as possible of assessment measures currently used by college professionals which can be appropriately used with the hearing-sight or motor-impaired population as well as the normal group. Specific modifications and/or adaptations are described.

Criteria for Inclusion

The major criterion used in the selection of the measures was their appropriateness for use in a college setting. In this sense, ease of administration, economy of cost and known availability of tests were all factors in selection. Tests designed only for children, or only for those with severely limited language ability, were not included, as these groups would not be part of the college population. Tests designed for use and normed only on the handicapped population were also omitted.

Users of tests are rightly concerned with issues relating to reliability and validity. To review: reliability refers to the consistency with which a test performs its functions. Reliability throws no light on what is being measured; it simply indicates how good a measuring instrument it is. Validity in measurement refers to the relative degree to which the device measures the function indicated by its title. For example, a test of business judgment might be reflecting merely intelligence levels or distribution, or it might be indicating simply maturity levels. Certain abilities are related rather directly to maturation, such as spelling or number facility, if the general population is considered rather than exceptional instances. In this area, however, a true capacity test would measure a response which is primarily not one dependent on general intelligence or general maturity. Each test manual describes specific statistical information about reliability and validity, and tests are reviewed in the *Mental Measurements Yearbooks* to assist the user in making the best possible selection and interpretation of assessment devices.

Limitations

The major limitation of the manual is the absence of evaluative data concerning the adaptations of the various instruments. An attempt was not made to evaluate formally any adapted measure according to the standard published by the American Psychological Association. At a later time those measures and modifications that seem most promising should be evaluated against the APA standards to determine their value on a more objective basis.

It is certainly likely that omissions of an important nature may have been made. Others may know of other useful measures and successful adaptations that are not included here. It is hoped that readers will provide further information so that subsequent editions of this manual will be more complete.

Organization

The rest of this manual is divided into three main sections: Ability and Aptitude Tests, Personality Tests and Interest Tests.

Within each group, measures are listed alphabetically by title. General information, counselor information, and norms are given as well as guidelines for test adaptations as appropriate for different handicaps. Test publisher, address and price of test are also included.

Use

This manual has been designed to assist counselors in the selection, administration and interpretation of tests for the purpose of assessing factors that will aid the handicapped student with occupational decisions. As with all students, assessment results are counseling tools for fostering student development.

Tests should not be given indiscriminately, and the same tests should not be given routinely to everyone. Individuals in different phases of career development have different needs which must be considered when determining whether to use assessment procedures. One individual may need assistance in developing an

awareness of his or her interests. Another may need to clarify his values in order to establish priorities. Personality conflicts may be a deterrent for another individual who is attempting to adjust to college life; yet another may need assistance in clarifying his or her aptitudes or expectations about work in general. It is important to keep in mind that in most respects career development of the handicapped is not different from career development for people in general.

This manual is not designed to make you a proficient interpreter of tests, an expert in test selection or psychometrics or a vocational rehabilitation counselor. It is designed rather to present an overview of commonly used tests and suggestions for testing the handicapped population in a college setting to stimulate interest and to help ensure that this special population receives the same services as the normal population.

ADAPTATION TECHNIQUES

For the Sight-impaired

Large-print tests may be used by the partially sighted. In modifying tests for large print, all student instructions and test items should be retyped in an easy-to-read format. In retyping items, be sure that there is enough space between each item to prevent confusion. Many tests use separate IBM or NCS (National Computer Service) machine-scored answer sheets, which often cause problems for persons with no visual limitations. These answer sheets should be avoided. The student can respond to a large-print test item by circling the correct response. If the facility has an IBM Selectric typewriter, they can try using "orator" type which has capital letters approximately three-eighths of an inch high. "Large type" typewriters are also available. Once the test has been modified and retyped, it will have to be reproduced. Photocopying and mimeographing are two common methods available to almost every facility; however, frequently the reproduction of materials using these methods is of poor quality. If the test is to be reproduced, the evaluator should consider the use of offset printing that is available at copy shops or through agency sources. Because copyright laws prevent reproducing test material, the evaluator must have written permission from the test publisher prior to duplication. There are also a limited number of tests available in braille. It is important to keep in mind that even very good braille readers never read faster than the average sighted reader. Larger print has a lesser slowing effect, but it is still significant. In this sense, the use of timed tests becomes a problem. It is best to use the test in an untimed fashion, making note of the actual time taken and using professional judgment in evaluation of the resultant score. Those students who have some vision and are used to using print may be less comfortable in the use of tapes. This should be discussed prior to the first testing session.

The Use of Tapes, Readers and Recorders

Many tests can be adapted for use by the visually-impaired by recording the test on a cassette tape, or by employing the services of a reader. The use of a reader and recorder can affect test results and these helping people should be comfortable in terms of their ability to relate to impaired people, especially those whose physical appearance is altered. Questions should be read in a calm fashion without inflections that would affect answers. Students' answers should also be recorded in a non-judgmental way. However, it is helpful to avoid stiffness. Rapport and a sense of humor in relating to others is important. If the students request more information about a question, the interpreter's answers should be non-committal and the student's opinion stressed as being most important.

As every effort should be made to afford the visually impaired student the same privacy, amount of time and ability to consider answers as anyone else would have, one way to accomplish this would be to use the "ticket" method (see below) to avoid the use of a human recorder when a tape is being used. The tickets used are rolls of inexpensive movie-type tickets with a hole punched in every tenth one. Later on, a clerk could record the answers on an answer sheet.

To clarify the use of tickets and a tape, sample instructions from three used tests are given below:

STRONG-CAMPBELL INTEREST INVENTORY

INSTRUCTIONS

Part I Occupations:

This test is called the Strong-Campbell Interest Inventory. The titles of many occupations — for example, artist, social worker, typist — will be read to you on this tape. You have been given a roll of tickets: For each occupation please place one ticket in the

category which indicates how you feel about doing this work. There are three responses you can have to an occupation: "*like*," "*indifferent*" or "*dislike*." Place one ticket to the far left of you to indicate you "*like*" an occupation. Place one ticket in the center in front of you for "*indifferent*," that is, you don't care one way or the other, and if you "*dislike*" an occupation, please place a ticket to your far right. To repeat, that is, the left if you "*like*" the occupation, to the center if you are "*indifferent*" to it, and to the right if you "*dislike*" that occupation.

Special Test Administration Procedures:

Every tenth ticket has a hole punched in the center of it that you will be able to "*feel*." The reader of this test will remind you on the tape when you have reached each tenth question. If your ticket at that time does *not* have a hole in it, you have missed a question. Please stop the tape immediately and call a test administrator for assistance.

This test is not timed and is not graded, but please try to answer every question. Don't worry about whether you would be good at that job or about your lack of training. Forget about how much money you could make or whether you could get ahead. Think only about whether you would like to do that work.

Read at every tenth test item 1-325

NUMBER ___ YOUR NUMBER ___ TICKET SHOULD HAVE A HOLE IN IT. IF IT DOES NOT, PLEASE STOP THIS TAPE AND CALL A TEST ADMINISTRATOR FOR ASSISTANCE.

Part II, III, IV, V:

Same

Part VI Preference Between Two Activities:

If you prefer the first one, place your ticket on the far left. If you prefer the second one, place your ticket on the far right. If you like them both the same, or you can't decide, place your ticket in the center in front of you. Work rapidly.

Part VII Your Characteristics:

If the item listed describes you, place your ticket to the far left. If the item does *not* describe you, place your ticket to the far right. If you cannot decide, place your ticket in the center in front of you.

SELF-DESCRIPTION INVENTORY

INSTRUCTIONS

You will be read adjectives used in describing people. Each adjective will be read twice. Please describe yourself by answering each adjective. There are no right or wrong answers. Be sure to describe yourself accurately. Answer each item.

If the item is always, or usually, true of you, please place your ticket to the far left of you.

If the item is sometimes true, or you are uncertain, please place your ticket in the center in front of you. If the item is not true, or rarely true of you, please place your ticket to the far right.

PERSONALITY RESEARCH FORM-E

DIRECTIONS

You will be reading a series of statements which a person might use to describe himself. Listen to each statement and decide whether or not it describes you. If you agree with a statement that it is true, or decide that it does describe you, put your ticket to the left of you. If you disagree with a statement, or feel that it is false, and that it is not descriptive of you, put your ticket to your right.

ANSWER EVERY STATEMENT either true or false, even if you are not completely sure of your answer. Each statement will be read to you twice.

It is also possible, if the equipment is available, to have people tape their answers. Two recorders are involved; one for the questions and the other for the student to use for the answers. Privacy is increased and the need for a human recorder is eliminated. The various factors need to be weighed to decide what is most worthwhile in any given situation.

Adaptations for the Hearing-Impaired

As with the sight-impaired, the deaf individual frequently has some hearing. It is important to discover how the student uses residual hearing as well as how he

or she uses communication. Some hearing-impaired people are adept at reading lips and the only adaptation necessary for communication is to be sure to face the person when speaking and to speak in a normal tone of voice in as clear a manner as possible. It is important to remember not to speak in a loud voice to someone who is wearing a hearing aid, as this usually makes the situation worse.

If the evaluator knows signing and is testing a group of persons who understand sign language, then the test may be administered by signing the instructions. Prior to actual administration, the test manual should be carefully reviewed for any potential misunderstandings and the instructions signed for practice (unless the evaluator is extremely fluent in signing). Because signing takes longer than regular speech, and because the time limits for some tests may have to be changed, breaks should be scheduled and announced to the clients if the test plus instructions will take more than two hours. During the signing of the instructions, the evaluator should also speak the identical instructions aloud, for the benefit of those clients who lip-read. In speaking to lip-readers, Levine (1962) lists the following suggestions and cautions:

a. Make certain mouth and face are clearly visible at all times.
b. Speak clearly and naturally (no mouthing, shouting, slowdown).
c. Use nontechnical language and uninvolved sentences.
d. Watch for signs of lipreading fatigue (drop in lipreading ability, restlessness, fidgeting with hearing aid, irritability, exhausted appearance).
e. Have pad and pencil handy to write key words or expressions.

If the evaluator cannot sign, he should use an interpreter who translates the instructions into sign language as the evaluator reads them aloud.

The usual test timing procedures are a verbal command to "Start" and a second command to "Stop." Obviously, these are not appropriate. When starting clients on a test, the evaluator may drop his hand or turn the lights off and on. When time is called, he may simply turn the room lights off and on.

Some paper-and-pencil tests and many apparatus tests can be color coded for greater understanding. For example, the Purdue Pegboard is a finger dexterity test requiring the use of first the right and then the left hand to place pins in small holes. Instead of having to explain the difference between right and left, the evaluator could paint each side of the board a different color and refer to the "red side" or the "green side" in his instructions.

Many tests are assumed to be invalid for the hearing-impaired because the mean reading level (nationally) for this group is estimated at a third- or fourth-grade level. This is especially true of those individuals who became auditorally impaired before the normal development of language (approximately three years of age). Individuals in this category (prelingually deaf) usually have difficulty with the English language syntax and vocabulary. Therefore, verbal test items may be misunderstood or misinterpreted by these people. As this manual is being written for college counselors, it is assumed that the language capacity will be more fully developed in your students. For this reason, tests such as the Strong-Campbell Interest Test (sixth-grade level and above) are included as valid for the hearing impaired.

Adaptations for the motor-impaired

Mobility impaired students may not be able to record their answers in a usual fashion due to paralysis, spasticity and the like. The use of a human recorder is possible, but to insure privacy and save expense, it would be better to either have the student dictate answers into a recorder or to design answer sheets that can be used with someone who has little or no fine motor function. Obviously, the area used for assessment and counseling

should provide for clear wheelchair access.

For all categories — A word of caution

Children who are impaired are often over-protected during childhood. Since special early training is necessary to help optimum development, the willingness of the family to provide this stimulation themselves or to take the child to early stimulation programs is very helpful. Parental expectations are also crucial and some of the most well adjusted students had parents who said, "I expected this child to toe the line just like my other children and he was always treated as they were except for special explanations when necessary." However, parental guilt often leads to over-protection or spoiling. Unfortunately, this often continues into the school situation, especially if teachers have not been exposed to impaired students before, do not know what to expect and are overly sympathetic. No one wants to fail the "poor blind student." This attitude could prevail up to the Master's degree college level. In addition, many impaired students are steered in the direction of college because guidance people do not know what else to do with them. Referral material may come to you that indicates previously tested IQ in the low-average-to-borderline range and future plans indicated as college. These counselors are not aware of alternatives and seem to feel that if the student is surviving in school, that is where he or she should stay. This, of course, leads to disappointment and unrealistic expectations.

In your desire to be helpful to these students it will be very important not to raise unrealistic expectations. It should be kept in mind that according to recent figures, 85% of employable, disabled people did not have jobs. Unofficial statistics show the vast majority of the disabled population will be unsuccessful in gaining competitive employment. Finding a setting in which the person will be given help and leeway needed to perform is difficult, especially when a student is competing for a job with those who do not have impairments. Helping a student get through college by taking several courses at a time, without working outside, does not prepare him or her for a full, eight-hour-day, competitive job situation. There are many college trained people, a number at the Master's level, who are quite depressed after having spent years training for a job they were never able to get. Obviously, this happens to the non-disabled also, but more alternatives are usually available and the completion of their education has not taken as intense an effort. This is not to imply that these students should not attend college and be tested and counseled, but to remind you that there is the possibility of raising expectations that can be a disservice to the students involved. Along with help, guidance, and encouragement, it will be important to keep students aware of the competitiveness of the "real world" and to emphasize the positive aspects of volunteer work and the fact that a college education can enlarge one's world even if vocational opportunities are not available. Helping students to avoid viewing lack of a job as a personal failure will be as important as guiding them towards areas of possible opportunity.

ASSESSMENT MEASURES

An *ability* can be defined as the capacity to perform successfully. Abilities are products of experience and natural endowment. Their emergence depends on maturation, on mastery of skills, and on an environment that is challenging and affords opportunity for learning and practice of the elements of the ability. Abilities are dynamic; they grow or decline with exercise. Experts often use *aptitudes* as the basis for grouping abilities.

Aptitude refers to the inherited innate component of ability. An aptitude signifies a person's potential for acquiring an ability. Aptitudes cannot be measured directly because they mature over time as a function of experience. Instead, professionals infer a given aptitude from samples of a person's performance on a range of tasks deemed to require that aptitude. Since performance on such tasks is influenced by experience, the aptitude attributed to the performance is recognized as an estimate.

Intelligence or scholastic aptitude is the one factor reflecting experience and ability that repeatedly predicts achievement in academic and occupational training, in occupational level attained, and, more recently, in overall career maturity. Aptitude tests serve to predict subsequent performance. They are employed to estimate the extent to which the individual will profit from a specific course of training, or to forecast the quality of achievement in a new situation. Some standardized tests are reliable measures of ability that provide useful estimates about how an individual's ability compares with the ability of others.

BENNETT MECHANICAL COMPREHENSION TEST

General Information

The test is designed to "measure the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations." There is one final score for mechanical comprehension in percentile form.

Counselor Information:

The test can be group-administered. Most of the 68 items contain two illustrations and a written question asking which illustration is easier to turn, move in a certain direction, etc. Each item deals with mechanical principles or general physical concepts. Examinees have three choices for each answer. The test should be completely administered in 40 minutes, including directions and questions. The test itself has a 30-minute time limit.

Norms:

The test was normed on at least 100 people in each of eight classifications. Classifications include industrial applicants, employees and technical and academic high school students in different grades.

Adaptations:

Because the illustrations are small, with subtle shading and complex parts, partly sighted people most likely will have difficulty taking this test. The test cannot be used with the totally blind, even with modifications.

If a deaf student can read the items, there should be few problems. General instructions can be given by signing or lip reading. There are only two practice items; if more are needed, the examiner could use items from the front page of the alternate form. Although not stated in the manual, the 30-minute time limit is generous and would probably not have to be changed for a person who reads slower than normal.

If a student cannot fill in a standard size answer sheet due to lack of fine motor control, a large size answer sheet can be made up. If no writing ability is present, a tape recorder can be used for responses or someone can mark the answer sheet for the student.

Publisher: The Psychological Corporation
Address: 304 East 45 Street
New York, New York 10017
Price: $6.75 for 50 tests

BENTON REVISED VISUAL RETENTION TEST

General Information:

The test is designed to assess visual perception, visual memory and visual constructive abilities. The test is an important component to a vocational test battery, since it measures a person's intellectual ability to function non-verbally.

Counselor Information:

There are three alternate forms of the test (Forms C, D, and E). Each form consists of ten designs with each design containing one or more figures. The subject is given blank sheets of paper of the same size as the cards on which the designs are printed, and a pencil with an eraser. The subjects are told that they will be shown the card for 10 seconds, and that when the card is removed, they will draw what has been seen. Either a stop watch or a watch with a second hand may be used for timing. The total time required for the administration of one form is about five minutes. There are three other modes to administer this test. Any of the modes of administration may be used with any of the three forms.

Norms:

The normative data for the Visual Retention Test apply to all three forms (C, D, and E) of the test. The performance of normal subjects on Administration A of the test correlated highly with intelligence. The normative data for Administration A are based on the performance of over 600 subjects, with the following restrictions imposed on their selection: (a) no evidence of history of psychosis; (b) with the exception of mentally defective subjects, no evidence of cerebral injury or disease; and (c) no serious physical depletion as a consequence of somatic disease. A majority of the adult subjects were patients in various inpatient and outpatient services of hospitals in Iowa City and Des Moines.

Adaptations:

This is not an appropriate test for the visually-impaired unless they have enough residual vision to see the designs.

Deaf students can take this test if directions are printed ahead of time, or a signer is present to give directions or the student can read lips.

This is not an appropriate test for a person who has a motor impairment of the hand needed for drawing.

Publisher: The Psychological Corporation
Address: 304 East 45 Street
New York, New York 10017
Price: $12.75 complete

GATES-MAC GINITIE READING TESTS

Publisher: Teachers College Press
Address: Teachers College
Columbia University
New York, New York 10027
Price: $3.36/kit

General Information:

These tests are designed to measure group and individual reading achievement through grade twelve. Final scores obtained can be presented as a grade equivalent, percentile, or normalized standard score using the norm tables presented in the manual.

Counselor Information:

Survey F of the series covers 10th, 11th, and 12th grade levels. There are subtests in speed and accuracy (reading rate plus comprehension), vocabulary and comprehension. All subtests are timed. Each subtest has several demonstration and practice items for use before timing on the actual test begins.

Norms:

The 1964-65 norms for the GMRT were developed by administering the tests to a nationwide sample of approximately 40,000 students in 37 communities.

Adaptations:

For the partly sighted, the entire test could be retyped using a different format; it could also be placed in braille; the test items could be tape-recorded or read aloud. Responses could be recorded by typing, or given orally to the examiner. Because this is a speeded test, the time limits would have to be adjusted. This adjustment would have to be based on the experience of the examiner.

Administration instructions for the deaf would have to be done through some method such as signing or lip reading. Time calling would also have to be adapted, possibly using the switching of lights on and off to call time.

For students who are unable to write a tape recorder to tape responses could be utilized, or the use of a writer who could mark the answer sheet for them.

PEABODY INDIVIDUAL ACHIEVEMENT TEST (PIAT)

General Information:

The PIAT is to "provide a wide-range, screening measure of achievement in the areas of mathematics, reading, spelling and general information." The device yields six final scores: mathematics, reading recognition, reading comprehension, spelling, general information, and total.

General Information:

The PIAT is individually administered and *none* of the five subtests are timed. All items are usually presented orally and the examinee responds by selecting the appropriate number or illustration from four alternatives. The items are contained in two booklets. Each subtest is scored according to the number of correct items between a base (five consecutive correct responses) and a ceiling (five errors in seven consecutive responses). Results are given in grade scores, percentile ranks, age scores, and standard scores. The length of the test varies with the individual. Usually administration and scoring takes between 30 and 40 minutes.

Adaptations:

The usefulness of this test for the blind depends upon the extent of the person's visual disability. The high contrast black-and-white drawings may be perceived accurately enough to permit the use of the test with partly blind students. Partly blind persons should be tried out on a few practice items from each section to determine if they can accurately perceive the items. Those that cannot should not be given the PIAT.

The emphasis on hearing the examiner and the necessity of having to pronounce words correctly on certain parts of the test place the hearing-impaired at a severe disadvantage on the PIAT. However, the visual content of the test has much to offer this group. The questions could be signed or printed on separate cards and presented by the examiner one-at-a-time to the student. The deaf person who does not speak very well could easily point to the correct answer. He could also respond by signing. The motor-impaired student is a good candidate for this test, as no writing is required.

Publisher: American Guidance Service, Inc.
Address: Publishers' Building
Circle Pines, Minnesota 55014
Price:$25.00

REVISED MINNESOTA PAPER FORM BOARD TEST

Publisher: The Psychological Corporation
Address: 304 East 45 Street
New York, New York 10017
Price: Test booklets for Booklet Scoring Package of 25 $7.65 (manual, booklet and key included)

General Information:

The Minnesota Paper Form Board Test measures those aspects of mechanical ability requiring the capacity to visualize and manipulate objects in space. Test performance appears to be related to general intelligence. The test has a long history of effective prediction in many academic and industrial fields, particularly those with a mechanical orientation.

Counselor Information:

The instruments Four Forms, AA, BB, MA and MB are considered to be equivalent. Before administering the test, it is important to become familiar with the test booklet of the series being used. The time limit for this test is *exactly* twenty minutes.

Norms:

Percentile norms are available for a variety of educational and industrial groups. There are four norms tables presented in the manual.

Table 2. presents norms for Series AA and BB for Educational groups
Table 3. presents norms for Series AA and BB for Industrial groups
Table 4. presents norms for Series MA and MB for Educational groups
Table 5. presents norms for Series MA and MB for Industrial groups

Adaptations:

This test may be employed with persons who have usable vision, but for the most part this test is not usable in present form. The deaf should be able to take the test with little or no change in the test materials, as long as the person can read directions.

Motor-impaired students who are unable to write can indicate their answer to the evaluator or speak their answer into a tape recorder.

WECHSLER ADULT INTELLIGENCE SCALE —REVISED

General Information:

The WAIS-R is an individually administered I.Q. Test. The test is given orally by the Test Administrator, thus no reading skills are necessary. The test is divided into Verbal (contains 6 subtests) and Performance (contains 5 subtests) sections. Areas of strength and weakness can be determined by subtest scores. Overall performance is seen in Verbal, Performance and Full Scale IQ scores.

Counselor Information:

Specialized training is necessary to administer, score and utilize this test correctly. The results provide important data to aid in educational planning in those cases where the potential of a student is unknown or confusing. The WAIS-R is also used as a clinical diagnostic tool to differentiate among causes of poor achievement.

Adaptations:

The WAIS-R is the most widely used measure of intellectual functioning with visually handicapped adults over age sixteen. The verbal subtests can be administered essentially without modification. On this measure it is often found that the Digit Span Subtest is out of line with the others, since visually impaired individuals often have highly developed verbal memory skills. At times, it is necessary to eliminate this subtest and prorate the others to get a more realistic level of functioning. This is especially true, since the ability to repeat short term rote materials is often of limited usefulness. Also, at times, comprehension is lower than other subtests. This often results when a person has grown up in an overprotective atmosphere with other people making many decisions for them.

The performance subtests may be given to students with useful vision, with the examiner taking the efficiency of the student's vision into account in interpreting test results. When performance subtests are not given, as in the case of individuals with no useful vision, alternate measures of performance may be used.

The WAIS-R verbal scale is an inappropriate intelligence measure for many hearing-impaired adults. People who cannot fully comprehend spoken words would be unable to take a number of the verbal subtests. Sign language would be inappropriate because of lack of standardization in vocabulary. The performance scale, however, is an excellent test for use with most hearing-impaired students.

Instructions can be demonstrated or presented using sign language. The WAIS-R is ideally used along with a supplementary performance intelligence measure. In using the performance section as a sole measure of intelligence, one cannot infer that the quantitative result measures verbal intelligence.

Students who are motor-impaired to the degree that they do not have full use of at least one hand should only be given the verbal subtests of the WAIS-R.

Publisher: The Psychological Corporation
Address: 757 Third Avenue
New York, New York 10017
Price: $70.00 per set of testing materials — equipment, manual, package of 25 record forms and carrying case

PERSONALITY TESTS

Personality Tests are concerned with the affective or nonintellectual aspects of behavior. Intellectual as well as nonintellectual traits are measured, including such characteristics as emotional adjustment, interpersonal relations, motivation, interests and attitudes. Within the test/inventory there is a set of aspirations, behaviors, preferences, and so forth, which the respondent identifies as characteristic, or not characteristic, of himself or herself. Typically, the inventories employ True-False, forced choice, or scale formats. The items are selected because logically or statistically they cluster to reflect a particular attribute. For example, endorsing words such as energetic, initiating, assured, adventuresome, and persevering can be considered as indicating achievement motivation because these words logically relate to that characteristic and/or because people who check one tend to check the others. In contrast, adjectives such as withdrawing, sensitive, cautious, and guarded might be clustered together because persons endorsing them were judged by experts to be anxious.

A person's responses to a set of items are aggregated, either by theoretically or empirically determined weighting, into a score for the quality represented by the scale. Usually a high score means that the individual is more likely to manifest the quality than a low-scoring person. For example, a low score on a scale of trusting-suspicious means a person is likely to trust a wider range of people although the score does not predict how much trust he or she invests in people. The meaning of the scores is a function of their established correlation, but hypotheses without rationale regarding the accuracy or degree to which the trait scores describe the individual can decrease the value of the test to a client or a counselor.

All test items should be checked for content prior to administration. This is especially true for personality tests that are designed to bring out certain personality traits in non-handicapped people. These same items used with a blind or deaf person could result in different interpretation. For example, test items, dealing with physical mobility ("I am afraid to travel alone" or "I do not like to drive a car") or social sensitivity ("I feel people look at me as if I were odd" or "I sometimes avoid people") may represent realistic concerns and fears for a handicapped person and, thus, are not to be taken as signs of a neurotic problem. Test items calling for specific visual (e.g., the colors of specific objects) or hearing (e.g., the sound made by a specific animal, etc.) knowledge should be carefully examined and evaluated. If such obviously inappropriate test items exist, the evaluator should consider selecting a different test. If he chooses to use a test containing such items, the resulting score should be interpreted with these items in mind.

JACKSON PERSONALITY INVENTORY

General Information:

The Jackson Personality Inventory (JPI) was developed to provide a convenient set of measures of personality reflecting a variety of interpersonal, cognitive, and value orientations likely to have important implications for a person's functioning. The test is designed for populations of average or above average intelligence and is particularly appropriate for use in a college setting.

Counselor Information:

The JPI has been designed to provide carefully developed measures of a variety of personality traits having relevance to the prediction of behavior in a wide variety of contexts. Since this is a commonly used test, a description of the scales as described in the manual follows.* It is very important to become familiar with these definitions because they provide the foundation for test interpretation.

The JPI is self-administering, but the subject may have questions about the interpretation of an item. It is appropriate to offer assistance with definitions of unfamiliar words, but any further assistance should be avoided.

Adaptations:

This test can be retyped in large print for those with useful vision or put on tape for others. The "ticket" method (see pg. 17) of responding can be utilized to insure the privacy that is especially necessary on personality tests. Answers will have to be transcribed later to a standard answer sheet for scoring purposes.

The deaf should be able to take this test without modifications, as the directions are clearly printed on the test.

For a student who is unable to write, a human recorder or a tape recorder (better) for responses can be used.

Publisher: Research Psychologists Press, Inc.

Address: P. O. Box 984
Port Huron, Michigan 48060

Price: Manual — $8.00
Reusable Test Booklets — 1-3 packages (25/pkg.) — $17.25 per package
Answer Sheets — 1-3 packages (25/pkg.) — $4.25 per package
Profile — 1-3 packages (25 per package) — $4.25 per package
Scoring Template—$4.50

*TRAIT DESCRIPTIONS FOR THE JACKSON PERSONALITY INVENTORY

SCALE	DESCRIPTION OF HIGH SCORER	DEFINING TRAIT ADJECTIVES OF HIGH SCORER	DESCRIPTION OF LOW SCORER	DEFINING TRAIT ADJECTIVES OF LOW SCORER
ANXIETY	Tends to worry over inconsequential matters; more easily upset than the average person; apprehensive about the future.	Worried, tense, nervous, preoccupied, anxious, edgy, distressed, agitated, fearful.	Remains calm in stressful situations; takes things as they come without worrying; can relax in difficult situations; usually composed and collected.	Easy-going, patient, calm, serene, tranquil, relaxed, contented, placid, imperturbable.
BREADTH OF INTEREST	Is attentive and involved; motivated to participate in a wide variety of activities; interested in learning about a diversity of things.	Curious, interested, inquiring, involved, inquisitive, seeking, exploring.	Has narrow range of interests, remains uninterested when exposed to new activities; has few hobbies; confined tastes.	Inflexible, unobservant, narrow, insular, uninvestigative.
COMPLEXITY	Seeks intricate solutions to problems; is impatient with oversimplification, is interested in pursuing topics in depth regardless of their difficulty; enjoys abstract thought; enjoys intricacy.	Complex, contemplative; clever, discerning, intellectual, thoughtful, analytical.	Prefers concrete to abstract interpretations; avoids contemplative thought, uninterested in probing for new insight.	Uncomplicated, unreflective, straightforward, predictable, matter-of-fact.
CONFORMITY	Is susceptible to social influence and group pressure; tends to modify behavior to be consistent with standards set by others; follows suit; fits in.	Compliant, agreeing, acquiescent, adapting accommodating, cooperative, concurring, emulating.	Refuses to go along with the crowd; unaffected by others' opinions; independent in thought and action.	Individualistic, self-directed, self-reliant, unyielding, nonconforming, unrestrained, contradicting, disagreeing.
ENERGY LEVEL	Is active and spirited; possesses reserves of strength; does not tire easily, capable of intense work or recreational activity for long periods of time.	Lively, vigorous, active, persevering, industrious, tireless, dynamic, enthusiastic, eager.	Tires quickly and easily; avoids strenuous activities; lacks stamina; requires a greate deal of rest; slow to respond.	Passive, listless, drowsy, lazy, languid.
INNOVATION	A creative and inventive individual, capable of originality of thought; motivated to develop novel solutions to problems; values new ideas; likes to improvise.	Ingenious, original, innovative, productive, imaginative.	Has little creative motivation; seldom seeks originality; conservative thinker; prefers routine activities.	Unimaginative, deliberate, practical, sober, prosaic, literal, uninventive, routine.
INTERPERSONAL AFFECT	Tends to identify closely with other	Emotional, tender, kind, affectionate,	Emotionally aloof, prefers impersonal	Unresponsive, distant, hard-

*TRAIT DESCRIPTIONS FOR THE JACKSON PERSONALITY INVENTORY

SCALE	DESCRIPTION OF HIGH SCORER	DEFINING TRAIT ADJECTIVES OF HIGH SCORER	DESCRIPTION OF LOW SCORER	DEFINING TRAIT ADJECTIVES OF LOW SCORER
	people and their problems; values close emotional ties with others; concerned about others.	*demonstrative, warm-hearted, sympathetic, compassionate.*	*to personal relationships; displays little compassion for other people's problems; has trouble relating to people, emotionally unresponsive to those around him.*	*hearted, taciturn, unsentimental, indifferent, cold.*
ORGANIZATION	*Makes effective use of time; completes work on schedule; is not easily distracted.*	*Orderly, disciplined, planful, tidy, consistent, methodical, precise, neat, meticulous, systematic.*	*Frequently procrastinates; easily distracted; falls behind in assignments or duties; often loses things, personal effects frequently in disarray; handles situations in an unsystematic, unpredictable way; rarely plans before doing things.*	*Disorganized, inefficient, orderless, absentminded, forgetful.*
RESPONSIBILITY	*Feels a strong obligation to be honest and upright; experiences a sense of duty to other people; has a strong and inflexible conscience.*	*Responsible, honest, ethical, incorruptible, scrupulous, dependable, conscientious, reliable, stable, straight-forward.*	*Apathetic about helping others; frequently breaks a promise; takes little interest in community projects; can't be relied on to meet obligations, refuses to be held to answer for his actions.*	*Unreliable, indifferent, unfair, remiss, neglectful, thoughtless, negligent, inconsiderate, self-centered, careless.*
RISK TAKING	*Enjoys gambling and taking a chance; willingly exposes self to situations with uncertain outcomes; enjoys adventures having an element of peril; takes chances, unconcerned with danger.*	*Reckless, bold, impetuous, intrepid, enterprising, incautious, venturesome, daring, rash.*	*Cautious about unpredictable situations, unlikely to bet; avoids situations of personal risk, even those with great rewards; doesn't take chances regardless of whether the risks are physical, social, monetary or ethical.*	*Cautious, hesitant, careful, wary, prudent, discreet, heedful, unadventurous, precautionary, security-minded, conservative.*
SELF ESTEEM	*Confident in dealing with others, not easily embarrassed or influenced by others; shows presence in interpersonal situations; possesses aplomb.*	*Self-assured, composed, egotistical, self-possessed, poised, self-sufficient.*	*Feels awkward among people, especially strangers, ill at ease socially; prefers to remain unnoticed at social events; has low opinion of himself as a group member; lacks self- confidence; easily embarrassed.*	*Self-depreciating, timid, unassuming, modest, shy, humble, self-conscious.*

*TRAIT DESCRIPTIONS FOR THE JACKSON PERSONALITY INVENTORY

SCALE	DESCRIPTION OF HIGH SCORER	DEFINING TRAIT ADJECTIVES OF HIGH SCORER	DESCRIPTION OF LOW SCORER	DEFINING TRAIT ADJECTIVES OF LOW SCORER
SOCIAL ADROITNESS	Is skillful at persuading others to achieve a particular goal, sometimes by indirect means; occasionally may be seen as manipulative of others, but is ordinarily diplomatic; socially intelligent.	Shrewd, sophisticated, tactful, crafty, influential, subtle, persuasive, discreet, worldly.	Tactless when dealing with others; socially naive and maladroit; speaks in a direct, straightforward manner; insensitive of the effects of his behavior on others.	Direct, frank, tactless, candid, unpolished, undesigning, outspoken, impolite, blunt, naive.
SOCIAL PARTICIPATION	Will eagerly join a variety of social groups, seeks both formal and informal association with others; values positive interpersonal relationships; actively social.	Sociable, friendly, gregarious, outgoing, "joiner," convivial, companionable, fun-loving, extrovert, congenial, cordial, good-natured.	Keeps to himself, has few friends; avoids social activities.	Nonparticipant, solitary, "loner," unsociable, retiring, uncommunicative, withdrawn.
TOLERANCE	Accepts people even though their beliefs and customs may differ from his own; open to new ideas; free from prejudice, welcomes dissent.	Broadminded, open-minded, unprejudiced, receptive, judicious, impartial, dispassionate, lenient, indulgent.	Entertains only opinions consistent with his own; makes quick value judgments about others; feels threatened by those with different opinions; rejects people from different ethnic, religious, cultural or social backgrounds; identifies closely with those sharing his beliefs.	Intolerant, cocksure, dogmatic, opinionated, narrow-minded, prejudiced, uncompromising.
VALUE ORTHODOXY	Values traditional customs and beliefs; his values may be seen by others as "old fashioned," takes a rather conservative view regarding contemporary standards of behavior; opposed to change in social customs.	Moralistic, conventional, strict, prim, devout, prudish, puritanical, righteous, rigid.	Critical of tradition, liberal or radical attitudes regarding behavior; questions laws and precedents; acts in an unconventional manner; believes that few things should be censored.	Modern, radical, liberal, unorthodox, contemporary, permissive.
INFREQUENCY	Responds in implausible or apparently random manner, possibly due to carelessness, poor comprehension, passive non- compliance, confusion or gross deviation.			

PERSONALITY RESEARCH FORM

General Information

The Personality Research Form (PRF) represents an application of developments in the areas of personality theory, personality assessment and test theory to personality test construction. Every scale has a prepared definition based to a considerable extent on the work of Murray (1938) and his associates. This instrument is designed for measuring broadly relevant personality traits in settings such as schools and colleges.

Counselor Information:

The PRF is designed to yield conveniently a set of scores for personality traits broadly relevant to the functioning of individuals in a wide variety of situations. It is thus focused on areas of normal functioning, rather than on psychopathology.

The PRF is basically self-administering and takes approximately forty-five minutes. In general, cooperation is best when subjects are informed of the reason for testing. This test is frequently used with college students. For this reason a description of the trait scales as given in the manual is included here.*

Norms

Norms are based on separate samples of over a thousand male and over a thousand female college students selected from initial groups approximately twice as large. Raw scores may be converted to standard scores (with a mean of 50 and a standard deviation of 10). In interpreting PRF scales it is important to keep in mind the fact that low scores, like high scores, signify the presence of important characteristics which serve to differentiate the subject from others.

Adaptations

This test can be retyped in large print for those with useful vision or put on tape for others. The "ticket" method (see pg. 17) of responding can be utilized to ensure the privacy that is especially necessary on personality tests. Answers will have to be transcribed later to a standard answer sheet for scoring purposes.

The deaf should be able to take this test without modification as the directions are clearly printed on the test.

For the student who is unable to write, a human recorder or a tape recorder (better) for responses can be used.

Publisher: Research Psychologists Press, Inc.

Address: P. O. Box 984
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Profile — 1-3 packages (25 per package) — $4.25 per package
Scoring Template—$4.50

*PERSONALITY RESEARCH FORM SCALES

SCALE	DESCRIPTION OF HIGH SCORER	DEFINING TRAIT ADJECTIVES
ABASEMENT	Shows a high degree of humility; accepts blame and criticism even when not deserved; exposes himself to situations where he is in an inferior position; tends to be self-effacing.	meek, self-accusing, self-blaming, obsequious, self-belittling, surrendering, resigned, self-critical, humble, apologizing, subservient, obedient, yielding, deferential, self-subordinating.
ACHIEVEMENT	Aspires to accomplish difficult tasks; maintains high standards and is willing to work toward distant goals; responds positively to competition, willing to put forth effort to attain excellence.	striving, accomplishing, capable, purposeful, attaining, industrious, achieving, aspiring, enterprising, self-improving, productive, driving, ambitious, resourceful, competitive.
AFFILIATION	Enjoys being with friends and people in general; accepts people readily; makes efforts to win friendships and maintain associations with people.	neighborly, loyal, warm, amicable, good-natured, friendly, companionable, genial, affable, cooperative, gregarious, hospitable, sociable, affiliative, good-willed.
AGGRESSION	Enjoys combat and argument; easily annoyed; sometimes willing to hurt people to get his way; may seek to "get even" with people whom he perceives as having harmed him.	aggressive, quarrelsome, irritable, argumentative, threatening, attacking, antagonistic, pushy, hot-tempered, easily angered, hostile, revengeful, belligerent, blunt, retaliative.
AUTONOMY	Tries to break away from restraints, confinement, or restrictions of any kind; enjoys being unattached, free, not tied to people, places, or obligations; may be rebellious when faced with restraints.	unmanageable, free, self-reliant, independent, autonomous, rebellious, unconstrained, individualistic, ungovernable, self-determined, non-conforming, uncompliant, undominated, resistant, lone-wolf.
CHANGE	Likes new and different experiences; dislikes routine and avoids it; may readily change opinions or values in different circumstances; adapts readily to changes in environment.	inconsistent, fickle, flexible, unpredictable, wavering, mutable, adaptable, changeable, irregular, variable, capricious, innovative, flighty, vacillating, inconstant.
COGNITIVE STRUCTURE	Does not like ambiguity or uncertainty in information; wants all questions answered completely; desires to make decisions based upon definite knowledge, rather than upon guesses or probabilities.	precise, exacting, definite, seeks certainty, meticulous, perfectionistic, clarifying, explicit, accurate, rigorous, literal, avoids ambiguity, defining, rigid, needs structure.
DEFENDENCE	Readily suspects that people mean him harm or are against him; ready to defend himself at all times; takes offense easily; does not accept criticism readily.	self-protective, justifying, denying, defensive, self-condoning, suspicious, secretive, has a "chip on the shoulder," resists inquiries, protesting, wary, self-excusing, rationalizing, guarded, touchy.
DOMINANCE	Attempts to control his environment, and to influence or direct other people; expresses opinions forcefully, enjoys the role of leader and may assume it spontaneously.	governing, controlling, commanding, domineering, influential, persuasive, forceful, ascendant, leading, directing, dominant, assertive, authoritative, powerful, supervising.
ENDURANCE	Willing to work long hours; doesn't give up quickly on a problem; persevering even in the face of great difficulty; patient and unrelenting in his work habits.	persistent, determined, steadfast, enduring, unfaltering, persevering, unremitting, relentless, tireless, dogged, energetic, has stamina, sturdy, zealous, durable.
EXHIBITION	Wants to be the center of attention; enjoys having an audience; engages in behavior which wins the notice of others; may enjoy being dramatic or witty.	colorful, entertaining, unusual, spellbinding, exhibitionistic, conspicuous, noticeable, expressive, ostentatious, immodest, demonstrative, flashy, dramatic, pretentious, showy.

*PERSONALITY RESEARCH FORM SCALES

SCALE	DESCRIPTION OF HIGH SCORER	DEFINING TRAIT ADJECTIVES
HARM AVOIDANCE	*Does not enjoy exciting activities, especially if danger is involved; avoids risk of bodily harm; seeks to minimize personal safety.*	*fearful, withdraws from danger, self-protecting, pain-avoidant, careful, cautious, seeks safety, timorous, apprehensive, precautionary, unadventurous, avoids risks, attentive to danger, stays out of harm's way, vigilant.*
IMPULSIVITY	*Tends to act on the "spur of the moment" and without deliberation; gives vent readily to feelings and wishes, speaks freely; may be volatile in emotional expression.*	*hasty, rash, uninhibited, spontaneous, reckless, irrepressible, quick-thinking, mercurial, impatient, incautious, hurried, impulsive, foolhardy, excitable, impetuous.*
NURTURANCE	*Gives sympathy and comfort, assists others whenever possible, interested in caring for children, the disabled, or the infirm; offers a helping hand to those in need; readily performs favors for others.*	*sympathetic, paternal, helpful, benevolent, caring, encouraging, protective, comforting, maternal, supporting, aiding, ministering, consoling, charitable, assisting.*
ORDER	*Concerned with keeping personal effects and surroundings neat and organized; dislikes clutter, confusion, lack of organization; interested in developing methods for keeping materials methodically organized.*	*neat, organized, tidy, systematic, well-ordered, disciplined, prompt, consistent, orderly, clean, methodical, scheduled, planful, unvarying, deliberate.*
PLAY	*Does many things "just for fun"; spends a good deal of time participating in games, sports, social activities, and other amusements; enjoys jokes and funny stories; maintains a light-hearted, easy-going attitude toward life.*	*playful, jovial, jolly, pleasure-seeking, merry, laughter-loving, joking, frivolous, prankish, sportive, mirthful, fun-loving, gleeful, carefree, blithe.*
SENTIENCE	*Notices smells, sounds, sights, tastes, and the way things feel; remembers these sensations and believes that they are an important part of life; is sensitive to many forms of experience; may maintain an essentially hedonistic or aesthetic view of life.*	*aesthetic, enjoys physical sensations, observant, earthy, aware, notices environment, feeling, sensitive, sensuous, open to experience, perceptive, responsive, noticing, discriminating, alive to impressions.*
SOCIAL RECOGNITION	*Desires to be held in high esteem by acquaintances; concerned about reputation and what other people think of him; works for the approval and recognition of others.*	*approval seeking; proper, well-behaved, seeks recognition, courteous, makes good impression, seeks respectability, accommodating, socially proper, seeks admiration, obliging, agreeable, socially sensitive, desirous of credit, behaves appropriately.*
SUCCORANCE	*Frequently seeks the sympathy, protection, love, advice, and reassurance of other people; may feel insecure or helpless without such support; confides difficulties readily to a receptive person.*	*trusting, ingratiating, dependent, entreating, appealing for help, seeks support, wants advice, helpless, confiding, needs protection, requesting, craves affection, pleading help-seeking, defenseless.*
UNDERSTANDING	*Wants to understand many areas of knowledge; values synthesis of ideas, verifiable generalization, logical thought, particularly when directed at satisfying intellectual curiosity.*	*inquiring, curious, analytical, exploring, intellectual, reflective, incisive, investigative, probing, logical, scrutinizing, theoretical, astute, rational, inquisitive.*
DESIRABILITY	*Describes self in terms judged as desirable; consciously or unconsciously, accurately or inaccurately, presents favorable picture of self in responses to personality statements.*	
INFREQUENCY	*Responds in implausible or pseudo-random manner, possibly due to carelessness, poor comprehension, passive non- compliance, confusion, or gross deviation.*	

SELF-DESCRIPTION INVENTORY

General Information

The Self-Description Inventory (SDI) was designed to measure normal personality dimensions and vocationally oriented temperament dimensions. The personality scales on the inventory were intended for use with a wide variety of individuals not seeking psychiatric help. The scales are designed to complement information obtained from vocational interest inventories and ability testing in career counseling. The vocationally oriented temperament scales tie into John Holland's theory that individuals can be described by six temperament types as well as by six vocational types.

Counselor Information:

The SDI is designed for either group or individual administration. To facilitate administration, the SDI answer sheet, directions and test items are printed on the same form. The instruction may also be read aloud to ensure that the test takers understand the importance of choosing only one response from each of the 200 items and to following directions regarding the use of a soft-lead pencil on the inventory sheet. Respondents usually complete the test in 15-20 minutes.

Norms:

The SDI was developed to relate broadly to personality domains and the world of work and to be of value to, and appropriate for, a broad representation of individuals.

Means and standard deviations were calculated separately for each of the six groups for the seventeen SDI scales. Each group's mean and standard deviation was weighted equally and raw scores were converted to standard scores. This fixed the standard score mean for this composite norm population at 50 and the standard deviation at 10 for each of the seventeen SDI scales.

The profile is relatively compact and all scales and scores can be seen at a glance. The profile is divided into two parts: (1) eleven Personal Description Scales and (2) six Vocationally-Oriented Scales. In addition to the vertical reference lines for the composite average, the average range of scores for females and males are indicated. Therefore, scores can be interpreted either in reference to the norm group average of 50 or in reference to the individual's sex.

Descriptions of scale meanings are printed on the back of the Profile Sheet.

Adaptations:

The blind student with residual vision can take this test in large print. Answers will have to be transfered onto a standard answer sheet as this test is computer scored. The test can also be given orally (or on tape which would be best to insure privacy.)

The deaf student can utilize this test in its present form as long as he or she can read directions.

The mobility-impaired student who is unable to write can tape his responses, or mark a large-size answer sheet and have his answers converted to the standard answer sheet at a later time.

Publisher: NCS Interpretive Scoring
Address: P.O. Box 1416
Minneapolis, Minnesota 55440
Price: Manual — $8.00
SDI Profile Scoring Form —
1 @ $4.25 per form;
2-24 @ $3.40 per form

SURVEY OF STUDY HABITS AND ATTITUDES

General Information:

The Survey of Study Habits and Attitudes (SSHA) is a measure of study habits, motivation for studying and certain attitudes toward scholastic activities which are important in the classroom. The purposes of the SSHA are (1) to identify students whose study habits differ from individuals who achieve high grades, (2) to assist in understanding students with academic difficulties and (3) to provide a basis for helping such students improve their study habits and attitudes and thus more fully realize their potential. Research has shown that the SSHA is a useful predictor of academic achievement.

Counselor Information:

The predictive validity of the SSHA has shown it to be relevant for counseling purposes. The predictive power of the SSHA rests on its ability to measure traits untouched by various scholastic aptitude tests.

The test generally takes 20-35 minutes to administer. Each student must interpret the statements for himself, but it is permissible for the examiner to answer questions pertaining to general directions or word definition. The test can be administered individually or in a group.

Norms:

The same percentile norms are used for both men and women. It is considered to be an advantage that sex differences can easily be compared and studied from one key, and the use of a single set of norms simplifies the interpretation of scale scores.

The percentile forms were derived from SSHA scores of first-semester freshmen from nine colleges from throughout the United States. High scores on SSHA are characteristic of students who get good grades, while low scores tend to be characteristic of those who get low grades.

Adaptations:

This test would not be difficult to tape for those students who are comfortable with this, or it can be retyped in large print for those with useful vision.

No modifications are necessary for deaf students as long as they can read the instructions.

Students who are unable to write will need a writer to record their answers, or they can use a tape recorder to tape responses.

Publisher: The Psychological Corporation
Address: 757 Third Ave.
New York, New York 10017
Price: Manual and Scoring Keys — $3.25; Booklets, Package of 25 (Form C) Guides 12-14 — $7.00; Answer Sheets, Package of 50 (IBM 805) — $4.75

TEMPERAMENT AND VALUES INVENTORY

General Information:

The Temperament and Values Inventory was designed to measure normal personality dimensions and vocationally oriented temperament dimensions. The personality scales on the inventory were intended for use with a wide variety of individuals not seeking psychiatric help. The scales were designed to complement information obtained from vocational interest inventories and ability testing in career counseling.

Counselor Information:

The T.V.I. is designed for either group or individual administration. To facilitate administration, the test T.V.I. answer sheet, directions, and test items are printed on the same form. It is computer scored. Respondents usually complete the test in 15-20 minutes. The profile is relatively compact and all scales and scores can be seen at a glance. The profile is divided into two parts: (1) Seven Personal Description Scales and (2) Seven Vocationally-Oriented Scales called Reward Values. Descriptions of scale meanings are printed on the back of the profile sheet.

Norms:

The T.V.I. was developed to relate broadly to personality domains and the world of work and to be valuable and appropriate for a broad representation of individuals.

Means and standard deviations were calculated separately for each group. Each group's mean and standard deviation was weighted equally and raw scores were converted to standard scores. In addition to the reference line for the composite average, the average range of scores for females and males are indicated. Therefore, scores can be interpreted either in reference to the norm group average of 50 or in reference to the individual's sex.

Adaptations:

There are no indications for alterations of this test in the manual. This test is simple to tape for the sight-impaired. If the student is partially sighted, large-type test and answer sheets can be made. However, scoring is done by computer and answers will need to be transferred to a standard answer sheet. To insure privacy, students who are answering taped questions can use the "ticket method" (see page 17) or the use of two tape players. (see page 18)

For the hearing-impaired this test can be used by higher-level readers. Proctors should be available to explain the meaning of adjectives that are confusing to the student.

Motor-impaired students who do not have fine motor control can use large-size answer sheets. A human recorder can be used for those unable to make any marks, but this will cause a sacrifice in privacy.

Publisher: NCS Interpretive Scoring
Address: P.O. Box 1416
Minneapolis, Minnesota 55440
Price: Manual — $8.00; T.V.I. Profile and Scoring Form — 1 @ $4.25 per form; 2-24 @ $3.40 per form

Interest Inventories should perform one or both of two principal functions: First, telling people something about themselves and their relationship to the working world that will lead them to a greater self-understanding and to better decision-making about the course of their lives; and second, providing information to people who must make decisions about others — counselors, teachers, administrators, admissions committees, personnel managers, supervisors — so that their decisions and dispositions might better consider the unique qualities of each individual.

Interest Inventories measure and summarize self-reported preferences for different activities, subjects and occupations. Items are assigned to the inventory either because they distinguish persons in a particular occupation from others and/or because they elicit parallel responses to items that logically are related. Consequently, scores on an interest inventory indicate whether a person responded to the inventory's items in a way comparable to that of particular occupational groups or whether the person has many or few preferences for activities, subjects, and occupations in areas such as aesthetics, mechanics, or science.

Interest Inventories are significant because different people give different responses to individual inventory items and because people who have found satisfying work in a particular field tend to respond to particular inventory items in a similar way.

It is also noted that in terms of interests, impaired people often manifest a higher than average interest in Social Service Activities. This is probably because so many of them have been in contact with the social service system at a rather young age. Many appear to have a desire to "pay back" for the help given them. It is also possible that many impaired people are not completely comfortable with others socially and working with a "needy" population seems easier for them.

Please note that Interest Inventories are most susceptible to misuse. Students have a tendency to view them as giving much more concrete information than usually can occur. Interest test results are best used as clues to aid in the career counseling process.

CALIFORNIA OCCUPATIONAL PREFERENCE SYSTEM — COPS

General Information

The California Occupational Preference System is designed to assist students in career exploration. The COPS Interest Inventory provides job activity interest scores based on occupational clusters which may be used as entry to most occupational information systems.

An assumption underlying development of the COPS system is that the career guidance process begins by assisting students in defining areas for occupational investigation which are appropriate and specific to their individual interests. Occupational clusters on the test are also keyed to school curriculum. Determination of those clusters representing a student's individual interest pattern will help the student in the choice of curriculum and the selection of particular courses during the remaining time that the student is in school.

Counselor Information:

The inventory consists of 168 job activity descriptions reflecting work performed in a wide variety of occupations. Students respond to these items according to their degree of like or dislike for each activity. Items reflect actual tasks performed in specific occupations, rather than being phrased in terms of often-unfamiliar occupational titles. Approximately 20 to 30 minutes is required to complete the test. Included within the test is the *Self-Interpretation Profile and Guide*. The *Guide* presents a brief description of each cluster, curriculum courses related to the area of interest and an extensive list of sample occupations related to each cluster.

Norms:

The inventory was administered on a nationwide basis to a sample of over 8,000 males and females from public elementary and secondary schools in the United States.

Adaptations:

This test can be read to the blind student or a large-print version can be used for those with enough residual vision. It is not a good choice of a test to put on tape since there are so many choices of answers.

The deaf student can take this test as the directions are printed on the test form.

Students who are unable to write will need a person to mark their answer sheets for them. If they possess some movement, but not fine motor control, they could put their answers on any paper and the responses could be transferred to a regular form at a later time.

Publisher: Jastak Associates
Address: 1526 Gilpin Avenue
Wilmington, Delaware 19806
Price: Manual — $22.90; Set Answer Sheets (50) — $9.75; One Set Answer Keys — $35.95; Set Report Forms (50) — $9.75

CAREER ASSESSMENT INVENTORY

General Information:

The Career Assessment Inventory (CAI) was developed to span the vocational spectrum of occupations requiring less than a four-year college degree. The CAI overlaps to some extent with the more "non-professional" occupations covered by the Kuder and Strong-Campbell tests and coincides more directly with those covered by the Minnesota Vocational Interest Inventory. Holland's Theoretical Framework is used to organize the CAI's reporting structure and shares many of the scale development features of the Strong Inventory. The CAI is akin to the interest inventories it drew upon because it has the same aims to help people assess their vocational preferences and to assist high school students and adults in their career decisions.

Counselor Information:

The first page of the CAI booklet contains space for the individual's name and additional information related to research on the inventory, but the name grid is the only required information needed for processing the inventory. The remaining sections are used primarily for research. Knowledge of an individual's gender is not needed to score the inventory, but if indicated, the interpretive narrative report will contain additional statements that relate the individual's scores to appropriate sex norm groups.

For the CAI, the response pattern of Like-Indifferent-Dislike was chosen and expanded to include additional alternatives as follows: Like very much-Like somewhat-Dislike somewhat-Dislike very much. The CAI's five-choice format increases individual variance and affects the outcome of the test.

Page two of the inventory contains the directions for answering the 305 items. All items should be answered and only one alternative should be used for each item. Most adults are able to complete the inventory in about 30 minutes.

These scales were developed from Holland's six types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (R-I-A-S-E-C). Further interpretation of the scales was modeled after the Strong-Campbell Interest Inventory.

Norms:

In order to provide a reference point for each of the Theme scales, a Composite Reference Sample (750 males and 750 females) was scored on each of the six scales, and the means and standard deviations were used to convert raw scores to standard scores. This fixed the standard score mean at 50 and the standard deviations at 10 for each scale.

Although the Theme scales were constructed to be applicable for both females and males, separate bar distributions are shown on the profile to indicate the average range of scores for each sex. This was necessary because there was a significant difference in results between the two sexes in the reference sample to warrant additional interpretive information.

Adaptations:

This test can be put on tape for those with little or no useful vision, or a large-print version can be used if applicable.

The deaf student can use this test in its present form as long as he or she can read the directions.

If a student does not have the ability to write, the responses can be put on tape or a human recorder can be used. If there is some writing ability but not enough fine motor control to mark the standard answer sheet, then the answers can be marked on any paper and transferred to the computer-scored sheet at a later time.

Publisher: NCS Interpretive Scoring
Address: P.O. Box 1416
Minneapolis, Minnesota 55440
Price: Manual — $9.00; CAI Profile Score Form — $4.25 per scored test; $3.40, 2 to 24

JACKSON VOCATIONAL INTEREST SURVEY

General Information

The Jackson Vocational Interest Survey (JVIS) was developed to serve as a measuring device to appraise the interests of males and females along a set of dimensions. The JVIS was based on the concept of vocational interest dimensions transcending particular occupational groups. Using basic interest dimensions rather than occupations as the fundamental unit of analysis provides a framework for economically describing the interest patterns of a wide array of occupational groups. The JVIS includes work *role* dimensions, relevant to a variety of occupations, and work *style* scales, indicating work environment preferences.

Counselor Information:

The JVIS places equal emphasis upon the measurement of interests of women as upon those of men. It was standardized in such a way that an equal number of females contributed to the selection of items and scales. The JVIS format allows males and females to be measured in terms of a common set of interest dimensions. These dimensions thus do not make discriminations on the basis of traditional "male" and "female" occupations.

The emphasis in the JVIS is upon clusters or families of occupations rather than on highly specific job classifications. The JVIS report includes descriptive paragraphs of the respondent's three highest ranked occupational clusters and information relevant to further exploration of a sample selection of occupations within each of these three clusters.

The JVIS booklet consists of 289 pairs of statements or items describing occupational activities. Respondents are asked to select either the A or B alternative of the pair as representing their preferred choice or as being more characteristic of them. There is a total of 34 scales comprised of 17 items each.

Norms:

Tables 1-3, 1-4, and 1-5 present percentiles for JVIS scores for the normative samples of 500 males, 500 females, and 1000 combined males and females. These percentiles are empirical percentiles based on the actual percentage of each normative group obtaining a score lower than the given score. They may be used to supplement the plotted standard scores in interpretation.

Interpretation of the profile may take place on different levels: (a) by considering individual high and low scores; (b) by considering the entire configuration of scale scores in relation to profiles for occupational clusters and individual occupations; (c) by integrating the above interpretations with other information derived from counseling sessions and testing.

Adaptations:

The blind student with enough residual vision can take this test in large print. Answers will have to be transferred to the computer scoring card.

The deaf student can use this test in its present form as long as he or she can read directions.

The mobility-impaired student who is unable to write can tape his responses, or mark a large-size answer sheet and have his answers converted to the computer score form at a later time.

Publisher: Research Psychologist Press, Inc.

Address: P.O. Box 984
Port Huron, Michigan 48060

Price: Manual — $10.50
JVIS Extended Reports (1-24) $7.00/report; Basic Report (1-24) $3.25/report

KUDER OCCUPATIONAL INTEREST SURVEY

General Information

The Kuder Occupational Interest Survey (OIS) has an approach to the measurement of interests which involves the fullest possible use of differential marking. Measured interests are reported on all scales, regardless of sex.

The underlying rationale is that people in a given occupation usually have characteristic preferences that distinguish them from people in other occupations. The approach of the OIS to the problem of interest measurement is first to sample systematically the subject's preference among a number of easily understood activities in areas that have been found to be related to occupational choice, and then to compare these preferences with those of people in each of a wide range of occupations — people who have met certain standards for satisfaction with their chosen field.

Counselor Information:

Many students and adults for whom the OIS is intended most likely will already have been exposed to some discussion of the nature of interests, how they differ from abilities, and how they are related to subjects studied, hobbies and activities, preferences and general background and past experiences. Nevertheless, a brief capitulation of these points is usually advisable before administering the OIS and again before interpreting it.

There is no time limit for the OIS. Most people require about thirty minutes to complete the inventory. To administer the Occupational Interest Survey, you will need the manual or Memorandum of Instructions, a survey booklet for each student and a supply of No. 2 lead pencils.

Norms:

The numerical scores are actually coefficients of correlation; they represent the degree to which the individual's responses to the inventory are like the responses characteristic of each of the criterion groups. The magnitude of the highest score or scores may vary considerably from person to person. It is the relative size of the scores that is most important.

All subjects receive scores on all scales regardless of sex. Because the procedure employed in the OIS does not require a general norm or reference group, the establishment of appropriate general norms for men and women ceases to be a problem. A report form in which all scores are ranked both within and across norm groups simplifies the task of comparing and interpreting scores on other sex forms as well as on norms for one's own sex.

Adaptations:

This test is somewhat difficult to understand on tape, as a lot of information is heard before one makes a choice. The blind student would probably be better off with a reader (so that parts can be read again if necessary) or a large-print version if enough useful vision is present.

The deaf student should be able to take this test without modification, as the directions are printed on the form.

A mobility-impaired student who cannot write will have to either tape responses or use the services of a writer.

Publisher: Science Research Associates
Address: 155 North Wacker Drive
Chicago, Illinois 60606
Price: Manual — $10.00
Package of 20 tests is $56.00.
Price includes scoring.

STRONG-CAMPBELL INTEREST INVENTORY

General Information:

The Strong-Campbell Interest Inventory (SCII) is a 325-item questionnaire that asks the respondent to indicate a like or dislike for a wide range of occupations, occupational activities, hobbies, amusements, school subjects and types of people. The respondent's answers are analyzed, generally by computer, in three main ways: first, for general overall trends, second, for consistency of response to 23 basic interest areas; and third, for the degree of similarity between the person's responses and the characteristic responses of men and women employed in a wide range of occupations. The results are reported on a profile sheet that presents scores on a number of scales and offers interpretive advice.

Counselor Information:

The SCII gives the respondent three main types of information; first, scores on six General Occupational Themes, which reflect the respondent's overall occupational orientation; second, scores on 23 Basic Interest Scales, which report the consistency of interests or aversions in 23 specific areas such as science, art or public speaking; and third, scores on 124 Occupational Scales, which indicate the degree of similarity between the respondent's interests and the characteristic interests of men and women in a wide range of occupations.

The scores are organized on the profile to encourage the respondent to note overall trends, and then to see how these trends are related to the world of work. The emphasis is on assembling information that can help the respondent to develop a general strategy toward approaching career decisions.

Additional scales such as Academic Comfort and Introversion-Extroversion are also explained on the profile and provide additional information to the respondent. The Total Response (TR) and Infrequent Response index (IR) serve to establish information to the counselor regarding the value of this test to the respondent. For example, a low IR score indicates that the individual has responded to the inventory in an unusual way; when the index is so low that it is negative, a problem may be indicated.

The materials for the Strong-Campbell Interest Inventory include the inventory booklet and answer sheet, and a profile scoring form. Test instructions are clearly explained on the first page of the inventory booklet.

Norms:

The Basic Interest Scales were normed against the General Reference Sample, 300 men and 300 women. For each scale, the mean and standard deviation of this sample were set equal to 50 and 10.

As is the case with the General Occupational Themes, the Basic Interest Scale standard-score column on the profile is followed by a column of interpretive comments. These comments are based on the distribution for the respondent's own sex, and the comments correspond to the percentile bands used for the General Occupational Themes.

The distributions of the men and women-in-General Samples are illustrated in the profile by two bars for each scale. The shaded bar represents the men's distribution, the open bar the women's. For each distribution for every scale, the vertical line in the middle represents the middle 50 percent of the sample (from the 25th to the 75th percentiles); and the thin line extensions represent the middle 80 percent (from the 10th to the 90th percentiles). With the use of the standard scores, the bars, and the interpretive comments, an individual's score may be compared with either male or female distribution or the combined male and female distribution.

Adaptations

This test can be read to the blind student or put on tape using the "ticket

method" (see page. 17) for responses. The test can be retyped using large print for the partially-sighted.

Directions are printed on the answer sheet and the test can be used with no modifications for the deaf.

Students who are unable to write will need a person to mark their answer sheets for them or they can use a tape recorder to record their responses.

Publisher: Consulting Psychologists Press
Address: 577 College Avenue
Palo Alto, California 94306
Price: Manual — $10.00
Prepaid Profile Expandable Test Booklets Package of 10 $33.50

WIDE RANGE INTEREST-OPINION TEST (WRIOT)

General Information:

The WRIOT was designed to measure "as many areas and levels of human activity as possible." The interest inventory contains items which represent jobs ranging from unskilled through the highest professional level. It was designed to measure the interests that appeal to a wide variety of groups. The instrument contains 18 separate cluster descriptions of occupational areas (e.g., art, drama, office work, personal service, physical science and machine operation) and seven work attitudes (e.g., risk, ambition, agreement and interest spread).

Counselor Information

The WRIOT contains 150 three-choice items. Each item contains three clear black-and-white illustrations of men and women of various racial groups engaged in various job activities. There is one item per page. The respondent uses a separate answer sheet to select the job he would most like to do and the job he would least like to do. There is no time limit. The average administration time is from 50 to 60 minutes. This manual contains special instructions for individual administration to "severely mentally or physically disabled persons."

Norms:

The initial normative groups consisted of adolescent and adult males and adolescent and adult females. Both groups included individuals of all levels of education and a wide variety of occupations. All minority groups were represented in proportion to their incidence in the population, about 15 percent. The tested individuals were mostly drawn from rehabilitation clients and as many private individuals as were available.

Adaptations:

This test is not appropriate for the totally blind even with modifications. Partially blind persons who can perceive the simple black-and-white line drawings should be able to take the WRIOT.

The instructions are on the answer sheet, therefore deaf students should be able to take this test without modifications.

A person will be needed to write the responses for those students who are unable to write.

Publisher: Guidance Associates of Delaware, Inc.
Address: 1526 Gilpin Avenue
Wilmington, Delaware 19806
Price: $112.70

Projective testing is thought of by some professionals as only appropriate in clinical situations and they would not consider the use of projective techniques in a vocational evaluation. Those professionals who are qualified in the use and interpretation of projective tests would hardly consider an assessment battery complete without their use. Whether you use projective techniques as part of an assessment with the impaired population will depend on the use you make of these tests with the normal population.

As with all subjects, no interpretation concerning human behavior or the impaired should be made without full appreciation and use of the biosocial environment of the subject. Interpretations conflicting with clinical impressions should be checked and carefully held in reserve until they are proved or disproved by strong validating evidence from the subject's history, or from further testing, or from present behaviors. It is not advisable to use projective test interpretations to categorize individuals or predict future difficulties unless the clinical and historical data strongly substantiate the findings.

Clinicians know that all individuals have psychopathology, more or less, yet they function because they also have counterbalancing assets, compensatory behaviors, and idiosyncratic adjustment mechanisms. With the impaired individual, it is more important than ever to consider strengths and modes of coping with weaknesses which maintain functional autonomy.

SUPPLEMENTAL READING

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